

Experience: Student Blogs (Fall 2010)

Experience type: Project with a Product

Planning this Learning Experience: Outcomes and Scaffolding

This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.

Title: Student Blogs	
<p>Content/Concept Outcomes:</p> <p>Metacognition Strategies:</p> <ol style="list-style-type: none"> 1. ACITVE- aks questions, make connections, infere, track down important information, visualize, eureka. 2. Clarifying 3. Evaluating 4. predicting 5. prior knowledge 6. purpose setting 7. responding emotionally 8. retelling or summarizing <p>Technology Content/Concepts:</p> <p><i>ISTE (NETS *S) standards</i></p> <ol style="list-style-type: none"> 1. Creativity and Innovation 2. Communication and collaboration 3. Digital Citizenship <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Creative thinking and construction knowledge • Applying knowledge to new ideas • Explore issues • Interact, collaborate and publish with peers • Communicate information and ideas effectively • Practice safe, legal and responsible use of information and technology • Exhibit a positive attitude towards technology that supports collaboration, learning and productivity 	<p>Resources:</p> <p>E2T2 Grant - David Russell</p> <p>Blogger.com</p> <p>Fund For Teachers Grant (in which we first learned to power of blogging)</p> <p>ISTE / NETS*S standards</p> <p>iPods from Eagle County District Grant</p>

Brief Narrative describing the learning experience and its purpose Students are provided the opportunity to create and publish their inner voices online in a blog format and provide each other with feedback.

Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)

Standards:

Standard 2: Reading for All Purposes

1. Understanding the meaning within different types of literature depends on properly analyzing literary components

1a. Use different kinds of questions to clarify and extend comprehension

1e. Draw a conclusion from text and provide details to support the answer

2. Organizing structure to understand and analyze factual information

2a make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures

2b Determine author's purpose based on organizational structures, text features, and content

3. Word meanings are determined by how they are designed and how they are used in context

3e. Make connections back to previous sentences and ideas to resolve comprehension issues.

Standard 3: Writing and Composition

Learning Targets:

LTLT 1: I can be metacognitive (thinking about my own thinking) while using the reading comprehension strategies.

This means, I notice when text doesn't make sense and use an appropriate fix up strategy.

Blog Target:

I can maintain a blog to communicate what is going on in my inner voice as I read and use our rubric to provide feedback to each other's blogs.

Possible Assessment

Methods:

3.1 Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

1e. Select and organize information, evidence, details, or quotations that support the central idea or focus

3.2 Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

c. Write to pursue a personal interest, to explain, or to persuade

Standard 4: Research and Reasoning

2. Assumptions can be concealed, and require identification and evaluation

2a. Accurately identify own assumptions, as well as those of others

2b. Make assumptions

3. Monitoring the thinking of self and others is a

<p>disciplined way to maintain awareness</p> <p>3a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p> <p>TECHNOLOGY STANDARDS:</p> <p>1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behaviors</p>		
Literacy Outcomes: Reading, Writing, Listening and Speaking		
Standards:	Learning Targets:	Possible Assessment Methods:
Craftsmanship of a Medium Outcomes: Arts & Technology		
Standards:	Learning Targets:	Possible Assessment Methods:
Character Outcomes: Social Skills and Character Traits		

Standards:	Learning Targets:	Possible Assessment Methods:
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List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.

Scaffold the Learning Experience to show the sequence of major steps

1. Students were given permission slips explaining the blogs and how we would need the students to have an e-mail account.
2. We set students up with e-mail accounts.
3. Two months before we set students up with blogs we modeled our blogging after our 15 minutes of silent sustained reading.
4. Once teacher blogging was established Mrs. Falk and Mrs. Gallegos started to model getting on each other blogs and started to leave each other comments using the class created inner voice rubric.
5. Different teacher blog entries were printed up and we modeled giving "stars" things to continue doing and "stairs" things to consider changing or adding.
6. Students gave the teachers "stars" and "stairs".
7. Set up blogs and students began blogging.
8. Students recieved "blog buddies" to comment on each others blogs.